THE INTEGRATION OF SEX EDUCATION INTO THE PROGRAM OF HEALTH AS A MEANS OF PREVENTING PERSONAL MALADJUSTMENTS IN THE LIVES OF ADOLESCENTS

RUBY MERRITT LAMOREAUX

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RUBY MERRITT LAMOREAUX

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requirements for the degree of Master
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Date submitted to the Chairman
of the Graduate Committee

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CHAPTER I

DETERMINING THE PROBLEM

The Problem

General Statement

"Statistics state that but two per cent of our high schools have so far pioneered in the field of sex and family relationships."[1]

The purpose in this investigation is to study the integration of health and sex education as a preventive factor in personal maladjustments in the lives of adolescents. This information may be used in a health program for George Washington Junior High School, Tampa, Florida, where a recent survey indicates that sex education is needed.

Specific Problem

The development of sex is normal in a growing individual. To ignore the fact that boys and girls are conscious of this aspect of life and permit incorrect emotional attitudes is to fail in one of the responsibilities of the school.

This study seeks to discover the sex problems of the

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1. Elizabeth J. Hatch, "Emotional Guidance in Sociology," The Clearing House, (May, 1948) pp. 549-550.

CHAPTER I

DEFINING THE PROBLEM

The Problem

General Statement

"Mathematics stands just [illegible] cent of our high schools have so few pioneers in the field of [illegible] family relationships."[1]

The purpose [illegible] study, the [illegible] of health [illegible] [illegible] for [illegible] [illegible] [illegible]

adolescent, and makes an attempt to meet these by integrating the information in a regular health course.

"Adolescence is characterized by diseased conditions and physical afflictions. Headaches, eye troubles, indigestion, respiratory troubles, malformation of bones, and infections are especially prevalent."[2]

Until the beginning of adolescence the child usually has had some reasonable guidance and discipline in regard to health. However, with the onset of adolescence, the individual is sometimes unwilling to obey parental wishes. He tends to live in conformity with group desires and activities. He feels that he wants freedom from parental desires. One needs only to note the selection of foods in a junior high school cafeteria to see the deviation from a well-balanced meal. Adolescence is the period when a child is "most tempted by chocolates, candy bars, cookies, ice-cream sundaes, and soda-fountain drinks, and possibly <u>most careless about keeping his digestive system in healthy order</u>."[3] This quotation emphasizes the importance that should be given to the child's diet.

Sudden increase in the rate of growth may cause fatigue, but the adolescent is not impressed by this need for long

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2. Karl C. Garrison, <u>The Psychology of Adolescence</u>, p. 249.

3. Douglas A. Thom, <u>Guiding the Adolescent</u>, p. 7.

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hours of sleep. Instead, he would rather conform to the desires of the group and insists on choosing the hour at which he is to return from a show or party. This is the time the boy or girl wants to be on his or her own.

The adolescent age is an acutely self-conscious one, and for this reason there is need for increased tolerance of the adolescent's desires. The adolescent is maturing physically and socially, and many factors may operate to cause behavior that is not accepted socially. Some of these factors may be repression, ignorance, sex phobias, disgust and curiosity.

"But in spite of our best efforts we cannot eliminate all the sources of unhappiness during adolescence, and therefore, we might well spend some of our efforts in helping young people acquire a philosophy of life, which will make their burdens bearable."[4]

Definition of Terms

"Sex education is not something apart from other learning, other experiences, but a continuous and integral process determined by the attitudes which children take on toward other people, toward the opposite sex, and eventually toward a particular person of the opposite sex who is accepted as a life partner."[5]

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4. Ibid., p. 9.

5. Ray E. Baker, Marriage and the Family, p. 344.

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"Not in public, of course but [illegible] control children all the sources of [illegible] [illegible]. Therefore, we might [illegible] [illegible] [illegible] [illegible] water with [illegible] [illegible]."[4]

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[illegible]

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4. Ibid., p. [illegible]

5. Op. c. Podes, [illegible] p. [illegible]

It is included in what the child comes to value as good in life, what he feels about right and wrong, what society demands, and how adjustments can be made.

"Health is a state in which by one means or another our hereditary bodies and minds have been brought into such a relation to all external factors that we are able to live comfortably, efficiently, and reasonably long in the environment about us."[6]

Delimitations

Sex is an integral and pervasive fact of life. Boys and girls need sympathetic help in understanding themselves, in developing self-assurance and confidence when dealing with other people. They need help in interpreting the personal and social life that faces them.

Due to the scope of this topic, the study is delimited to the special problems of adolescents concerning the changes which take place as a result of maturation--the development of the individual through growth processes. The tasks of the adolescent are many. They include "discovering a place in life and clarifying a philosophy of living, establishing satisfying peer relations, achieving independence from family, and adjustment to physical growth changes."[7]

A suggested health program, including sex education,

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6. Thurman B. Rice, Living, p. vii.

7. Department of Supervision and Curriculum Development, National Education Association, Toward a New Curriculum.

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6. Thurman B. Rice, Health, p. [illegible].

7. Department of Supervision and Curriculum Development, National Education Association, Toward a New Curriculum.

for George Washington Junior High School, Tampa, Florida, will include the last task cited, namely, adjustment to physical growth changes.

Basic Assumptions

Maturation, or the development of the individual through growth processes, brings about sex pressure and impulses in the individual.

Sexual behavior of the adolescent is basically determined by the emotions as they have been modified or conditioned from infancy.

The data studied indicate that the number and intensity of adolescent sex conflicts depend upon the culture.

"The greatest harm to the adolescent from masturbation, homosexuality and intercourse, if not excessive, is phychological rather than physiological."[8]

The child's attitudes, whether toward his body and its functions or toward other people, normally begin to develop in the home. Since very few homes adequately direct informal sex education of their children, it is necessary to develop deliberate education in human relations, personal adjustment and social well-being, in the schools, not only through information and instruction but through a variety of guided social experiences.

Sex is a dominant factor in individual behavior and

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8. Melvin W. Thorner, Psychiatry in General Practice, p. 74.

for George Washington Carver High School, Tampa, Florida, will increase the land area called, nearly, adjacent to physical growth changes.

Field Conclusions

Maturation, or the development of the individual through growth processes, bringing about new pressures and impulses in the individual.

Sexual behavior of the adolescent is basically determined by the conditions as they have been modified or conditioned upon maturity.

The data indicate conditions that the number and intensity of adolescent sex conflicts depend upon the culture.

The greatest barrier to the adolescent from maturation, heredity, environmental influences, it and economic, is psychological rather than physiological.

The adolescent [illegible], whether [illegible] and life functions or [illegible] other people, [illegible] to develop in the [illegible]. Since very [illegible] informal sex education of their children, it is [illegible] [illegible] definite conditions in [illegible] [illegible] and well-being. [illegible] through information and instruction [illegible] [illegible] [illegible]

development in human relations. A person's attitude and ideals with respect to sex are significant for society and the race as well as for his own well-being.

Basic Hypotheses

The data cited indicate that students in George Washington Junior High School, Tampa, Florida, need instruction in sex education. These students also need a functional health program. Since these two seem to be tied together, an attempt has been made to outline these needs by integrating health and sex education.

In addition to the data cited, there are indications that parents, who are well versed in sex instruction, do not adequately pass this information on to their children.

The youth in George Washington Junion High School are a product of many nationalities. A recent survey shows that 56.7 per cent are of Latin-American parentage, 40.6 per cent Anglo-Saxon parentage, and 2.7 per cent are of Jewish, Korean and Greek parentage. However, the results of a recent questionnaire indicate that regardless of nationality most parents in this vicinity neglect instructing their children in the facts of life.

In addition to the studies previously noted, a considerable list of materials indicates that sex is much more alluring when it is concealed, and when given as matter-of-fact information, it will allay the frequent fears and uncertainties which arise in boys and girls during their matur-

acknowledgment in human relations. A person's attitude and ideals with respect to sex have implications for society and the race as well as for his own well-being.

Social Hygiene

The date of [illegible] that education in hygiene [illegible] Junior High School, Times, Thursday, [illegible] in the education. Since students also [illegible] a [illegible] health program. [illegible] to be [illegible] an attempt has been made to outline [illegible] providing health [illegible].

In [illegible] school, [illegible] that provided [illegible] not [illegible] [illegible]

The [illegible] a program of [illegible] [illegible] our [illegible] [illegible] [illegible]

ing years. With the release of fears and the building up of confidence will come greater accomplishments in every field of endeavor--in their education, home adjustment, social adaptations, and sexual development.

The demands upon a school program are certainly severe if it is to contribute fully to the physical and mental well-being of all the children in a democratic society. The school deals with children from ideal homes and from those woefully deficient. It includes the whole range of interests and abilities. Yet, there are certain general needs which the school can strive to meet for all children.

Every child needs to be free from emotional blocks regardless of their origin. He must have an understanding of growth and development. An important part of this understanding is his acceptance of his sex role. Sex knowledge is only one phase in an adolescent's life, but often the dominant one in moving toward adulthood.

Data indicate that sex should be a progressive story with emphasis at each level upon the problems of that level, but going on to a complete picture. An attempt has been made in the accompanying study to stress the problems of adolescents in a progressive manner.

The Need for the Study

The youth in George Washington Junior High School, Tampa, Florida, are a product of many nationalities and cultures; a mingling of many faiths and traditions. The culture,

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The youth in George Washington Junior High School, Tampa, Florida, are a product of many nationalities and cultures; a mingling of many faiths and traditions. The culture,

social customs, and morals of these people appear to induce a high incidence of problems in this area.

The results of a recent questionnaire given to seventh grade boys, and to both boys and girls in the ninth grade, show that these students are woefully ignorant of the knowledge of sex. Most of the inquiries from the seventh grade boys concerned the reproductive organs. From the ninth grade the questions ranged from how to date, and how men and women have intercourse, to the biological facts concerning menstruation.

The above data indicate a need for sex information in this school. They also indicate that the parents have fallen short in this regard. Many of the parents were contacted personally, and favor definitely the inclusion of sex education into the school curriculum.

"Community leaders and community spokesmen must look to the school as the first line of attack. Whatever society intends for its future, it must first put into its schools. It has been necessary for schools to supplement the home in many ways, including help with scientific knowledge about sex."[9]

The Florida Congress of Parents and Teachers, meeting at West Palm Beach, November 8-11, 1948, approved the college level courses in Marriage and the Family and "urged that this program be incorporated in the curriculum of the secondary

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9. Benjamin C. Gruenberg, How Can We Teach About Sex? p. 29.

social structure, and many of their people appear to have a high incidence of orchids in their area.

The results of a recent growth study given to normal [illegible] boys, and to both boys and girls in the ninth grade, show that these characteristics are [illegible] of the [illegible] judge of sex. Most of the [illegible] from the [illegible] boys concerned the [illegible] characteristics. [illegible] grade the predictors moved from [illegible] to [illegible], and [illegible] boys information, to the [illegible] [illegible] measurements.

The [illegible] data indicate a [illegible] in this school. [illegible] indicate [illegible] about 10 this [illegible]. [illegible] of the [illegible] [illegible] normally, and [illegible] the [illegible] of [illegible] [illegible] the school [illegible].

"[illegible] to the [illegible] [illegible] [illegible]

schools to insure broader understanding by the youth of the state."[10]

Incidence of the Problem

For some time in Tampa, Florida, Committees have been studying the organization of social hygiene work in the schools. Requests of these committees for ways and means of teaching sex education have been made. These requests led to the writing of the accompanying study, integrating this subject into the health program.

Very often problems are brought to the front quite forcibly by local incidents. Several eighth grade girls and a group of seventh grade boys in George Washington Junior High Schools were on the verge of being suspended because they were reported to the principal for having in their possession several "smutty" poems. This incidence caused great concern. Although the faculty, as a whole, felt the punishment too severe, the members realized something must be done. A group of teachers gained the confidence of the girls and boys and began to study their backgrounds. On questioning them, many conclusions were drawn. One conclusion was that the individuals were amazingly ignorant of the elementary facts of sex. Their inquiries at home had been ignored entirely. They then sought their answers from companions and vague discussions in books which

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10. The Journal of the Florida Education Association, (December, 1948), p. 16.

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merely served to further excite their curiosity. After a number of conferences, the boys and girls seemed to realize how disgusting they must have been to others who had had better instructions along the line of sex education.

Although this is not a recommended procedure, it has accomplished a great deal so far. If this belated instruction has helped some, then it indicates that deliberate instruction in school in regard to sex would eliminate many problems in this particular locality.

"In many respects the most futile subject taught in our secondary schools today we call health instruction."[11] It is felt that a functional health program, integrating sex education, would also help to solve this problem.

After the foregoing incident occurred, a great deal of literature concerning sex education in the schools was read. Points of agreement and disagreement were noted.

Forums and movies, sponsored by the Marriage and Family Council, Parent-Teacher Associations, and other civic organizations on this vital subject, were attended in order to gain a better understanding and appreciation of the problems of children.

Visits were made to many schools in the same vicinity to find what was being done in regard to the problem of sex education. The findings were the same in the junior high

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11. Leon Mones, "Health Instructions," The Clearing House, (April, 1948) p. 455.

[illegible] number of contributors, the boys [illegible] to realize how disgraceful they must have been to others who had better [illegible] the life of the community.

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[illegible]

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schools. Many teachers and parents want something done, but do not know how to proceed. However, two elementary schools have definite programs in social hygiene. These students will come to George Washington Junior High School in September, 1949.

Thus the decision was made for a suggested health program integrating sex education.

Related Literature

This study has been aided by pertinent articles in current magazines.

Other literature that has been used in this investigation includes books on health by J. M. Andress and Katherine Bruderlin Crisp; pamphlets from Hillsborough County Tuberculosis and Health Association; psychologies by Alice and Lester D. Crow, Laurence Frederick Shaffer and Karl C. Garrison; books on sexual behavior by Alfred C. Kinsey, Benjamin and Sidonie Gruenberg; books on mental hygiene by Ernest R. Groves; books on family life by Evelyn M. Duval and Ruben Hill. These readings give particular and detailed treatment to everything that leads up to, prepares for, and pertains to courtship, marriage and parenthood.

Many of the books, that have been read, deal with problems of sex development and sex functioning. They point to the fact that confusion, uncertainties, misinformation and lack of information cause many difficulties in human relations. Sex is one subject that is crying

schools. Many teachers and parents want something done, but do not know how to proceed. However, two elementary schools have definite programs in social hygiene. These students will come to George Washington Junior High School in September, 1955.

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Related Literature

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Other [illegible] have been [illegible] by [illegible] Brubacher in Study [illegible] [illegible] [illegible]

aloud for plain speaking and truth telling.

Several readings reveal that the school has a responsibility here. Neglect and omission of the problem of sex, simply because it might arouse community conflict, mean failure to fulfill the school's duty to youth. Teachers may often be puzzled, but their silence only complicates the adjustment problems for young people.

The topics on mental hygiene point out that adolescents, for the most part, are intelligent and eager enough to apply the principles of mental hygiene as soon as they are acquainted with the true meaning of the facts.

These articles strive chiefly to help the adolescent to realize that instead of being dull or hopeless, or a treadmill of tiresome, futile routine, life may be full and very good once the rules are found and learned.

The chief aims of many of the readings were to exalt marriage and homemaking as a high career, to encourage students to educate themselves in mental hygiene, and thereby gain new insight into their own nature and potentialities for happiness.

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CHAPTER II

LOOKING AT THE ADOLESCENT

Adolescence is that period of growing up which comes between childhood and adulthood. It may be thought of as the actual growing up process or as the time during which this process takes place. It is usually regarded as covering the years from 12 to 20, or the "teen" age.

In the simple forms of animal life this growing up is a purely physiological process. However, increasing complexity of life and of civilization makes the growing up of children more complex. Therefore, it is necessary for the child today to become not only physiologically mature, but also intellectually, emotionally and socially mature.

General Physical Growth

A sudden and perhaps surprising increase in height and weight, and in the size of arms, legs, hands, feet, and any other part of the anatomy is typical at the onset of adolescence. "The underlying glandular changes and the new physical development bring on new feelings and urges that are often bewildering and strange."[1]

"The most outstanding physiological development dur-

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1. Evelyn Millis Duval and Ruben Hill, When You Marry, p. 40.

CHAPTER II

HISTORY OF THE INVESTIGATION

Influences in the method of growing up which cause [illegible] between children and adults. It may be thought of as the natural growth or process of [illegible] these changes take place. It is usually [illegible] during the years from 12 to 20, or the "teen" age.

In the simple form of animal life [illegible] a specific physiological process. However, [illegible] complexity of life and the differentiation [illegible] of children more complex. Therefore, [illegible] the child today [illegible] not only physiologically [illegible] but also intellectually, emotionally and socially [illegible].

Physical Maturity.

[illegible]

[illegible]

[illegible]

ing adolescence is the maturing of the reproductive organs."[2] When these organs become capable of functioning as in the adult, puberty has been reached. The age at which signs of maturity occur varies considerably. Race, climate, living conditions, and the child's own physical condition all play a part in the maturing process.

"The passage out of childhood is never made without emotional conflict."[3] Rapid growth and an unsettled psychological state seem to be characteristics of adolescence.

During this period the secondary sex characteristics develop. There is growth of hair in the armpits and pubic regions, and further developments of the genitals; the voice becomes fuller, and, in the boy, is likely to "break" as it changes from a childish to a more masculine pitch. These physical changes in boys and girls affect their attitudes. "At no other period in the life of the individual do such tremendous changes in the physical workings of the body take place."[4]

Emotional Upsets

Serious emotional upsets are sometimes caused by the different rates at which parts of the body grow and reach maximum development.

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2. Douglas A. Thom, Guiding the Adolescent, p. 5.

3. Ernest R. Groves, Understanding Yourself, p. 142.

4. Ibid., p. 143.

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3. Ernest R. Groves, Understanding Yourself, p. 142.
4. Ibid., p. 143.

Emotional development cannot be treated as an independent topic. It is related to physical development and cannot be isolated from it. These rapid physical growths are often accompanied by heightened sensitivity, shyness or exuberance, by a succession of moods and by newly awakened attitudes toward the self. "At no time in a child's life is there greater need for sympathetic understanding and help than during adolescence."[5]

Because of certain factors in his environment such as overprotection in the home, poor social status, or delayed intellectual development, an adolescent may be socially and emotionally retarded even though his physical development is advanced. However, the average adolescent is likely to be in a hypermotional state due to the repression of his desires, and the controls and educational forces that society puts upon him. Sex taboos and other customs in which he lives may cause strong emotional disturbances at this period of his life, since one of the main desires is the sex desire. The adolescent should be made to realize that sex feeling is an emotional feeling like joy, sorrow, fear, and anger.

He should be taught to accept as natural and wholesome that he has a sex desire; to learn about it and how to manage it so that he can form pleasant relations with his associates; to manage it in a discriminating and socially acceptable way.

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5. Wilson G. Smillie, Preventive Medicine and Public Health, p. 384.

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Presence of certain factors in the environment such as overprotection in the home, poor medical care, or delayed intellectual development in adolescence may be responsible for emotionally disturbed even though his physical development is normal. Instead, the emotional disturbance is likely to be in a [illegible] to the expression of his desires, or in a [illegible] and a conditional fear of the world [illegible]. [illegible] in which he [illegible] emotional. Therefore [illegible] of the life, [illegible] the [illegible] [illegible] [illegible]

"The development and continuation of a well-balanced and interesting emotional life is the answer to most problems of sex education."[6]

Mental Development

Mental development is not nearly so easy to observe as physical development. When it comes to this development, units and standards of measurement are lacking. Mind is thought of in terms of processes and activities, so it is naturally less easy to measure these than to measure body stature. However, the adolescents begin to consider seriously their plans for the future. They begin to consider how far they can go in school and to what advantage; what they are best fitted for vocationally; and, in general, what their special capacities and special disabilities are.

Personality Changes

"Personality is the sum total of all these traits--physical, mental, social and spiritual--which make an individual what he is. His heritage is a part of his personality. His habits, the way he dresses, his thoughts, his speech and actions, and his philosophy of life are expressions of his personality."[7]

Problems of personality did not begin with modern

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6. Herbert Popenoe, "Teaching Sex to Children," Hygeia, (September, 1948).

7. Helen A. Burnham, and others, Boys Will Be Men, p. 244.

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Temperamental Change

Temperamental [illegible] [illegible] [illegible] [illegible]

civilization. They have perplexed men and women for centuries. "Our modern way of living has increased these problems and made nearly everyone conscious of them."[8]

Adolescence brings changes in the personality of the individual. These changes find expression in a shifting of interests, attitudes and activities. He wants to assert his independence. These changes reflect the adolescent's endeavor to adapt himself to behavior which is expected by society of a more mature person. A desire toward social activity with the opposite sex is usually a characteristic of this period. This new individual, the adolescent, has decided heterosexual tendencies. "Because of an inner sex desire, he desires the company and attention of members of the opposite sex."[9] He is interested in activities which are concerned with a mingling of the two sexes.

As part of good sex education this interest should and could be met if schools would provide for it in art, physical education, clubs and a well-planned social program.

Adult Attitude Toward Adolescence

Within the last few years, the "problems of adolescence" have been the subject of so many investigations, books, articles, and speeches that many people have come to think about adolescence as necessarily a period of problems. Every

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8. Ernest R. Grones, Understanding Yourself, p. 1.

9. Alice and Lester D. Crow, Learning to Live With Others, p. 120.

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In most [illegible] could be [illegible] [illegible] educational [illegible].

[illegible] THINGS [illegible] ADOLESCENT.

[illegible]

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8. [illegible]
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period of life has its problems. However, the problems in early childhood or in adult life usually bother only the members of the immediate family while the problems occurring during adolescence are noticed in many places. They are noted in the boarding school, the high school, or in recreational groups, such as clubs and camps; and, they even come to the attention of the juvenile court.

In scrutinizing the problems of the adolescent there is grave danger that those problems which apply only to the maladjustment will be emphasized. Specialists may even consider these as characteristics of all adolescents. This consideration really represents nothing at all because "it is characteristic neither of adolescents as a group nor of any particular adolescent who may be maladjusted."[10]

Much of the behavior which parents consider unusual, disturbing, irritating, or alarming is nothing more than a normal reaction to the processes of physical development and the general business of growing up.

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10. Douglas A. Thom, Guiding the Adolescent, p. 3.

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10. Douglas A. Thom, Guiding the Adolescent, p. 1.

CHAPTER III

THE NEED FOR SEX EDUCATION

"Sex, uncontrolled, may destroy us, but wisely directed may be the light that guides to noblest manhood."[1]

Harold Isaacs, Special Projects Editor of Newsweek, has recently reminded the public of something about which many individuals are already cognizant--that no issue is provoking more bitter argument and involving so many community leaders as the question of sex education in schools. "There are two reasons why we are hearing so much about sex. During the last decade we have been taking a franker and more honest attitude in regard to it, because at last we have gotten rid of the asceticism and the fear that blocked honest thinking in the past. We also are taking sex more seriously because recent findings in several sciences have proved how thoroughly this endowment is tied up with all the other aspects of our personality and how much the experiences in childhood and youth affect its character."[2]

Each generation has carried us forward in some direction but left us neglected in others. The increase in juvenile delinquency, adolescent sex indulgence, and sex

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1. Helen A. Burnham, and others, Boys Will Be Men, p. 254.
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sex crimes has brought out the negligence of the problems in regard to sex education. Gynecologists, psychiatrists, psychologists, marriage counselors, clergymen, educators, National Welfare Organizations, editors of national repute, and well-informed parents agree that these problems are on the increase, and that shame, guilt, frustration, and anti-social aggression have and are taking a toll of human beings which we can ill afford. "The sex habits and attitudes which are part of the fiber of life have obviously failed to keep enough marriages happy or to keep well-balanced people."[3]

They are concerned about sexual laxity and the lack of sex education. As everybody knows some kind of education of young people for adult sex life is going on all the time. However, this education is very apt to be from the wrong source.

The proponents of sex education are insisting loudly that it is up to the schools to correct conditions that adult ignorance, prudery, and carelessness have brought upon society. They also realize it must be done early enough or else it will contribute neither to conformity nor to convention.

"As many point out, sex is one of the basic motivating factors in the human being. Sexual maladjustments contribute in perhaps three-quarters of the upper level mar-

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3. Harold Isaacs, "Shall Our Schools Teach Sex?" Newsweek, (May 19, 1947).

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riages that end in separation or divorce, and in some small percentage of the lower level marriages that break up."[4] Case studies also show that ignorant or distorted ideas about sex have been responsible in large part for widespread neuroticism, juvenile delinquency, sex crimes, venereal disease and wholesale promiscuity. One writer goes so far as to say that "most unmarried mothers," to whom she had talked, "felt that they had not had proper sex instructions."[5]

If our social institutions, our laws, and our morality are based upon incorrect or fallacious knowledge of sex, then we must not be surprised if our social institutions, laws and morals fail to do what we expect of them. It is now generally recognized that the methods in vogue a half of a century back, which attempted to prevent undesirable sex conduct by keeping young people in ignorance and subjecting them to rigid disciplinary measures, were neither wise nor effective; and that the results of such methods were more harmful than the indiscretions which they were intended to prevent. In other words, more real harm may come from the worry, anxiety, fear, and feelings of guilt and inferiority caused by unwise efforts to stop an undesirable sex practice than from the practice itself. This

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4. Alfred C. Kinsey, and others, Sexual Behavior in the Human Male, p. 544.

5. Theo Carlson, "What of our Daughters," Hygeia, (November, 1948), p. 783.

[illegible] that end in separation or divorce, and in some small percentage of the lower level marriages that break up.[4] Some studies also show that ignorance or distorted ideas about sex have been responsible in large part for extraordinary neuroticism, marital difficulty, sex inhibition, marital discord and adolescent problems. One writer has gone so far as to say that "most unwanted children" are those who had values, "with which they are not [illegible] particularly [illegible]."[5]

If our social institutions, our [illegible] are based upon incorrect or [illegible] knowledge of sex, [illegible] [illegible] [illegible]

does not mean that the subject should be ignored and that indulgences of this kind should be permitted to go on without intervention. It does indicate, however, that "sex instruction should be frank, honest, and in keeping with the facts."[6]

Society must know by now that there are countless human beings who cannot cope with the sense of guilt that builds up within their minds as the result of their doing things which they believe are uncommon, when, in fact, they are not. It is our duty as educators to provide a moral synthesis which can guide our students wisely through a mass of contradictory views.

At adolescence more mature sex desires begin to crop up, and it is hard to know what to do with them. A human, after all, is physically mature at fifteen and perfectly capable of marrying and having children, but he will not be socially and economically ready for marriage for another five or ten years. What is he going to do with all this normal, primitive emotion he suddenly finds inside himself?

The table on Page 23 shows the results of investigations made by Dr. Alfred C. Kinsey and others.[7]

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6. Douglas A. Thom, Guiding the Adolescent, p. 11.

7. Kinsey, op. cit., pp. 686-690.

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6. Douglas A. Thom, Guiding the Adolescent, p. 11.
7. Kinsey, op. cit., pp. 486-490.

Age: Adolescence to 15 Years	Source of Outlet	Cases	Per Cent
Educational Level 0 - 8 Grade	Masturbation	712	85
	Petting	712	13
	Intercourse	630	48
	Homosexual	712	24
Educational Level 9-12 Grade	Masturbation	606	90
	Petting	606	20
	Intercourse	511	43
	Homosexual	606	32
Educational Level College	Masturbation	2,799	82
	Petting	2,799	14
	Intercourse	2,421	10
	Homosexual	2,799	22

These data show that masturbation, intercourse, homosexuality and heterosexual petting are among the chief outlets of the adolescent. While this report is best known to the public at large, "there are often studies which substantiate these data. In a recent study it was found that in a group of 221 late adolescent males (17 to 20 years old) 172 or 78 per cent had had heterosexual experience by the age of 15.5 years."[8]

Masturbation is one of the very common early experiences. "Approximately 33 per cent of the boys in one group studied had attempted intercourse before adolescence."[9]

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8. Lester A. Kirkendall, "Sex Education - Facts and Figures," Hygeia, (May, 1948), p. 322.

9. Ibid., p. 364.

Age: Adolescence to 15 Years	Source of Outlet	Number	Per Cent
Educational level 6 - 8 Grade	Non-production Farming Industrious Lumbering	742 715 450 715	85 [illegible] [illegible] [illegible]
Educational level 9-12 Grade	Non-production Farming Industrious Lumbering	607 405 [illegible] [illegible]	50 [illegible] [illegible] [illegible]
Educational level College	Non-production Farming Industrious Lumbering	[illegible] [illegible] [illegible] [illegible]	[illegible] [illegible] [illegible] [illegible]

Heterosexual petting is a recent development. It tends to include every aspect of sexual activity short of intromission. It is a growing practice and is spreading rapidly among adolescents of the middle and upper levels of society. The younger generation feels justified in this type of behavior since many marriage counselors and psychiatrists have evidence that the long periods of premarital restraint are the sources of some of the difficulties which many persons find in making sexual adjustment in marriage.

Through adequate guidance adolescents can be shown that there are other physical satisfactions besides the sexual ones. They can be taught to take delight in games and play and creative work. The explanation can be made that there is a magnificently happy and constructive future in the emotions and urges that may be giving trouble at the time.

The real danger of these practices lies in making the adolescent feel self-conscious and inferior, and in leading him to turn all his thoughts upon his supposed wickedness and abnormality. This tendency to introspective self-examination and self-condemnation in turn affects his attitude toward the world at large; he avoids mingling with others, feeling unworthy of their society and perhaps fearing lest they suspect and discover his weakness. His normal healthy outlook on life may become distorted .

There is definite need for sex education in order to help avert these conflicts. Sex cannot possibly be kept

Heterosexual behavior is a recent development. It tends to include other aspects of normal sociability, based on information. It is a learned phenomenon and is especially typically among adolescents of the middle and upper levels of society. The [illegible] studies indicated [illegible] type of behavior [illegible] and [illegible] clinicians have evidence that the [illegible] of [illegible] resulting [illegible] [illegible] [illegible]

out of one's life. It can be repressed from conscious thought, it can be ignored in one's life planning, and it can be made distasteful or even disgusting, but none of these eliminate it as an influence.

"Sex is too solid a biological constituent of human nature to be removed from any life career."[10] The biologist in his study of the body, the psychologist in his investigation of the mind, and the psychiatrist who has had to deal with people in trouble have been forced to see the inescapable importance of sex.

"Frigidity of women, impotence of men, painful and unsatisfying marital relations, and morbid obsessions and mental breakdown in a great variety of forms are at least related closely to the unintelligent, immature sex careers. In many cases sex maladjustment is the chief cause of the difficulty."[11]

Adolescence should not be decided upon as the time for a campaign in physical hygiene and sex instruction, but it should be a continuation of the earlier training, if any, in the facts of life. The shaping of attitudes and ideals, and social responsibility should be stressed.

It is believed that through proper information and guidance, adolescents can be helped over the period of delay and adjustment that our Western culture requires.

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10. Ernest R. Groves, Understanding Yourself, p. 219.

11. Ibid., p. 229.

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10. Benedict R. Grover, Understanding Marriage, p. 219.

11. Ibid., p. 220.

CHAPTER IV

MAKING THE MOST OF ADOLESCENT YEARS

"To make the most of adolescent years, anxieties, fears, superstitions and misinformation must be cleared away. Confidence and understanding must take their places."[1] In order to aid adolescents to reach this understanding, parents, nurses, servants and teachers must realize their responsibilities. Youth needs the backing and guidance of adults, and when it comes with understanding sympathy they will respond favorably to it.

The adolescent finds it difficult to keep under suitable control all the new urges and stimuli. "He is often bewildered by the contradictory emotions that swell up from time to time. He may even avoid the very gatherings that he most craves. He may mask his feeling of insecurity by playing the bravado role. He may go in heavily for petting rather than find the fuller meaning of boy-girl relationship."[2]

Very little is known concerning the relationship between sex conduct during the earlier years of life and there is evidence that sex is somewhat related to the love be-

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1. Frances Bruce Strain, Teen Days, p. 159.
2. Evelyn Millis Duval and Ruben Hill, When You Marry, p. 40.

CHAPTER IV

MEETING THE NEED OF ADOLESCENT YEARS

"To make the most of adolescent years, students, teachers, supervisors and administration must be alerted anew. Confidence and understanding must take their place."[1] In order to aid adolescents to resolve their understanding, parents, nurses, teachers and counselors must realize their responsibilities. Youth needs the backing and guidance of adults, and then it can go with understanding responsibility that rewards knowledge to it.

The adolescent finds it difficult to form inner authority control all the pressures and attitudes. He is often bewildered by the conflicting conditions that exist at times to him. Many over-anxious adolescents [illegible] than he can cope. In matters of [illegible] to [illegible] the [illegible]. [illegible] [illegible] [illegible]

havior of the young child.

"The principal developmental defects of sex are the self-stimulating sexual practices, excessively strong parent-attachments that inhibit further normal development, and attachment of sexual value to members of the same rather than of the opposite sex, which is homosexuality."[3]

"Many of the members of our adolescent population who practice homosexuality, masturbation or both, as well as those individuals who have unusual parental attachments are the victims of excessive love-conditioning or erotic over-stimulation during infancy and early childhood."[4] A good integrated health and sex education program may help to solve these problems.

Of course, society is greatly concerned about sexual activity because sexual activity is the basis of family life. Society wants to insure its activity, but only under certain circumstances. Society wants to control these circumstances, and rightly so, but indications are that consideration must be taken in regard to the variety of sex problems or complexes during adolescence. Where homosexuality is treated as a crime, though in itself it is no more criminal than an endocrine unbalance, where any natural manifestation of the sex desire in the young is considered

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3. Laurence F. Shaffer, The Psychology of Adjustment, p. 376.
4. Melvin W. Thorner, Psychiatry in General Practice, p. 69.

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abnormal and wicked, and where the adolescent's sex interest is associated with notions of unwholesomeness or uncleanness, conflicts are sure to arise. The confidence and understanding that aid the adolescent in making the most of this time of his life are surely not now attained. Society must definitely discourage the sex practices of the adolescent, but give valid reasons instead of conventions and taboos.

According to Doctor Thomas Parran, until recently Surgeon General, United States Public Health Service, "Man does not learn anything without struggle. The struggle to restrain and control sex appetites is no more difficult than any other discipline of government. Its rewards are in terms of self-respect and emotional security, without which no man can achieve greatly."[5]

The adolescent is constantly reminded that he is "too big" to do some things, but not "old enough" to do others. "Nor does the law keep by setting any one age as the end of childhood and the beginning of adulthood. On the contrary, it fixes one age as the minimum for driving an automobile, another for required attendance, another for entering industry, another for culpability for unlawful conduct, another for marrying without parential consent, another for making valid contracts, and another for voting; and, al-

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5. Henry C. Link, "Must We Change Our Sex Standards?" The Reader's Digest, (September, 1948), p. 131.

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5. Henry C. Lunn, "What Is Change Our Sex Attitudes?" The Saturday Review, (September, 1947), p. 172.

though some of these coincide, they are more likely to vary, not only from state to state but even within one state and one community."[6]

According to the Kinsey report there are sub-cultures within our own American culture where adolescent conflicts are few. It indicates that the poor and uneducated do not impose upon their young the regulations common to the middle and upper classes. The adolescent from the better educated segment of the population is surrounded by restraint and constantly reminded of the social mores of his class. "Problems of sex behavior are persistent sources of worry and tension in our culture."[7]

The adolescent from the better educated home is no more capable of complete sublimation than the adolescent of the lower socio-economic level. Therefore, what is to be done with these individuals whose lives are geared to the future, who must continue in school?

Parents and society are to blame for many troubles of the adolescent because they have not given sex education to the young. Education is the answer to the sex problems facing the adolescent.

The suggestion that proper orientation in matters of sex and marriage should be started early, but left entirely

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6. Douglas A. Thom, Guiding the Adolescent, p. 2.

7. Alice V. Keliher, Life and Growth, p. 86.

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The adolescent from the better educated home is no more capable of [illegible] the influence of the larger social-cultural world. Therefore, what is to be done with these [illegible] who are exposed to the future, [illegible]?

[illegible] the [illegible] the differences [illegible] the [illegible] study the [illegible].

The [illegible] set and [illegible] should be [illegible].

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6. [illegible]
7. [illegible]

to the parents and home, bring back the problems of finding few parents with a real understanding of sexual development and mental hygiene. Few are the parents who can teach "the facts of life" with natural candor, who know that "occasional masturbation by an adolescent is not sinful or harmful, or that a single instance of sexual experimentation, homosexual or heterosexual, need not be treated as a moral catastrophe, and who know that the feelings of guilt and inferiority inflicted for such sexual acts can be more harmful than any of these."[8]

In a recent discussion with an instructor in a local university he intimated that the average parent is apt to have guilty feelings about his or her childhood sexual experiences, and to project into or instill this guilt in the child as he shows sexual curiosity or exhibits sexual tendencies. Therefore, to leave this task to parents who have never had proper instruction will only perpetuate the problem.

It is difficult to give sex education in the home today for two reasons: first, many homes have lost their solidarity; some homes are little more than residences or retreats for their members who work, play, eat, and live outside their bounds. Within some homes there is not the companionship that once existed. Secondly, the family union has become highly precarious.

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8. Benjamin C. Gruenberg, How Can We Teach About Sex? p. 7.

to the parents and home, leaving both the problems of fling for provide with a real understanding of sexual development and mental hygiene. Few are the parents who can teach "the truths of life" with natural candor, who know that "occasional masturbation by an adolescent is not sinful or harmful, or that a single instance of normal experimentation, homosexual or heterosexual, need not be treated as a moral catastrophe, or who know that the feelings of guilt and inferiority implied for such sexual acts can be more harmful than any of them."[2]

In a recent discussion with an instructor in [illegible] university on textbook [illegible] the [illegible] have guilty feelings [illegible] or heterosexual experiences, and [illegible] the [illegible] child is to be shown [illegible] a loyalty to [illegible] tradition. Thereto, [illegible] never had an experience [illegible] will only [illegible] the [illegible] -lem.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] Sexual [illegible] 2.

How can the adolescent meet these conflicts and make the best of them? He can be aided greatly by being given matter-of-fact information. The first aim of sex education should be to allay the frequent fears and uncertainties which boys and girls experience during their maturing years. This does not mean more biological information, but physiological, psychological, and ethical problems of adjustment. Painful emotional conflicts are frequently involved when the adolescent accepts an explanation of the meaning of life which he later finds impossible to believe on intellectual grounds.

He can be aided greatly by providing wholesome physical activity as a form of sublimation. His thoughts and imagination can be directed into healthy channels through development of hobbies. The individual whose mind is occupied with interesting, satisfying, wholesome, worthwhile personal pursuits directed by a lofty purpose is not likely to experience too much difficulty in the field of sex adjustment. Many authorities indicate that the more satisfactions that adolescents have in many forms of work and play, sports, friendships, skills and in interests that are stimulating, the less likely they are to succumb to flattery or momentary physical temptations.

Parents, if prepared, help to lay the ground work for sex education in schools by handling the facts of sex from the beginning like any other matter--objectively, understand-

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Parents, if prepared, help to lay the groundwork for sex education in schools by handling the facts of sex from the beginning like any other matter--objectively, understand-

ingly, and unemotionally; by teaching adolescents the facts regarding birth, truthfully; and by supplying information regarding the dangers of venereal infection and the evils of excessive masturbation; and by not delaying sex education until adolescence, for by that time most boys and girls are already conditioned to secrecy and evasion or to defiance of convention.

"No perfect formula has ever been devised for keeping young people chaste. Such a formula has never existed even in eras more tranquil than our own. We cannot keep our youngsters cooped up because danger is abroad. But we can become more vividly aware of their needs from infancy to adulthood and help them to find those satisfying life experiences which are the only real safeguards."[9]

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9. Sidonie M. Gruenberg, When Children Ask About Sex, pp. 14-15.

Imply, and unemotionally; by teaching adolescents the facts regarding birth, morbidity; and by supplying information regarding the dangers of venereal infection and the evils of uncontrolled maturbation; and by not defending our conventional adolescence, for by that time most boys and girls are already conditioned to secrecy and evasion or to defiance of convention.

"No perfect formula has ever been devised for keeping young people pleasant. Such a formula has never existed even in ever more frequent than our own. We cannot keep our youngsters cooped up because danger is around. But we can become more vividly aware of their needs from infancy to adulthood and help them to find those satisfying life experiences which are the full, real enjoyment."[9]

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9. Malcolm M. Crossmann, [illegible] pp. 1[illegible]-1[illegible].

CHAPTER V

WHERE SCHOOLS STAND

Late surveys on what public schools are providing in the way of sex instruction reveal that:

> "Less than 5 per cent of our schools have the integrated program which most sex educators thump for."[1]
>
> "Probably 40 per cent have one-shot lectures by the school nurse or by a visiting doctor."[2]
>
> "In some 35 per cent, hygiene or gym teachers occasionally touch on the subject or give counsel to individual students; the remaining 20 per cent of our schools have no sex education at all."[3]

What Has Been Done

In spite of opposition and considerable misgivings, school principals and teachers here and there took matters into their own hands. They began to teach, or tell, high school children what every child needs to know. "Where they felt that the 'facts of life' were seriously lacking, teachers of biology slowly extended their lessons about reproduction in plants and animals up the scale as far as ferns and frogs. Where the venereal diseases were the

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1. Howard Whitman, "How Shall We Tell Our Young People the Truth About Sex?" Cosmopolitan, (February, 1948) pp. 152-153.

2. Loc. cit.

3. Loc. cit.

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WHERE SCHOOLS GROW?

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What Can Lead Here

In spite of [illegible] and [illegible] school [illegible] [illegible] into [illegible] [illegible] school [illegible] [illegible] [illegible]

chief concern, teachers of hygiene would smuggle syphilis and gonorrhea into their lessons with the 'germ theory' or the prevention of infection."[4]

The personal worries of students often enlisted the help of teachers. Physical education teachers would give talks in the gymnasium with advice on diet, on the importance of plenty of exercise and sleep, and on "keeping clean." Sometimes teachers arranged to have personal interviews for more intimate counseling.

For years, efforts were made to include sex education or selected fragments of it in various parts of the curriculum. The teaching consisted largely of "facts" or information about reproduction, about sex, about venereal diseases, and about "keeping fit." These efforts were sporadic. Most schools made no attempt whatever to meet the acknowledged needs of boys and girls.

In 1920, the National Education Association at its annual convention at Salt Lake City adopted among its official resolutions one favoring "the teaching of social hygiene in all teacher training institutions" and it recommended "the cooperation of teachers with all organizations of parents in the instruction necessary to the inculcation of some ideas and attitudes in children and youth."[5]

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4. Benjamin C. Gruenberg, How Can We Teach About Sex, p. 11.
5. Ibid., p. 72.

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In 1920, the National Education Association at its annual convention at Salt Lake City adopted among its official resolutions one favoring "the teaching of social hygiene in all teacher training institutions" and it recommended "the cooperation of teachers with all organizations of parents in the instruction necessary to the inculcation of sane ideas and attitudes in children and youth."[5]

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4. Benjamin C. Gruenberg, How Can We Teach About Sex, p. 11.
5. Ibid., p. 72.

Every year more and more organizations of educators have issued statements on the school's responsibility for the social adjustment of young people and for social hygiene with specific reference to "sex education."

In recent years educators and others were aroused to the need for sounder education. Of 500 school administrators polled by The Nation's Schools during the war, 96 per cent declared in favor of doing something in this field. But a large number of school people still think of special instruction - or do nothing. The obstacles and difficulties within the school come largely from a traditional and obsolete conception of education.

Schools Make Progress

Many specialists have helped to a better understanding of man and his world--biologists, medical specialists, sociologists, and psychiatrists. Under the influence of these and others, the schools have been steadily changing their outlooks and their practices. Education is recognized as more than instruction and that guidance means more than teaching rules. In a child's development all his experiences influence the attitudes which he forms, his values, his purposes. All the bodily characteristics and needs, all the desires and impulses take part in each individual's education.

Most of the special programs of sex education had the drawback of being aimed at special symptoms. The separate

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Schools have formerly

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projects were unrelated to one another, and they were unrelated to the underlying needs of boys and girls.

Increasingly, agreement has been replacing confusion and controversy, and general plans have been replacing special lessons.

Some schools have developed good programs in sex education after meeting an alarming situation. They did nothing until there was trouble and then blundered on to a workable procedure that had the outward appearance of a school subject.

However, a generation of experience has shown the necessity of going beyond emergency schemes and to think of sex education as part of more general education. Since the schools are contributing to the sex education of the child, this education should be given deliberately and intentionally, not by default; not in panic.

"As educators groped experimentally with the problems of sex education, many of them improved their insights as their skills. In the past dozen or fifteen years, the picture of what goes on in the schools has steadily changed."[6] School workers who have been most successful in dealing with the needs of children and adolescents discuss their work in terms of "human relations" or "personal adjustment" or of "social hygiene" perhaps, but less and

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6. Benjamin C. Gruenberg, How Can We Teach About Sex? p. 20.

projects were unrelated to one another, and they remained related to the underlying needs of boys and girls.

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6. Burjadin L. [illegible] : [illegible]

less is heard of "sex education" or "social hygiene" as a separate subject.

A Specific Situation

The program in George Washington Junior High School, Tampa, Florida, falls in the 35 per cent category, listed on Page 33, where the hygiene, gym and home economics teachers occasionally touch on the subject of sex education or give counsel to the individual students.

A recent survey in this particular school indicates that parents have not given their children sex instruction. The majority of parents interviewed asked for this information to be given in the school.

Who's Going to Teach the Course?

When one discusses the problem of teaching sex education, the reaction is always the same, "Who's going to teach this topic?" This represents a natural reaction to any new field which is not well established in the curriculum.

One cannot dismiss this question lightly because it is one with which a person must reckon in every community where he would pioneer in the subject of sex education. The courageous teacher must lead the way by actually demonstrating that this subject can be taught, that it has something to offer to the average adolescent. The writer, like many others, thinks that we are already ten to twenty years

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too late, but this is an instance where "it is better late than never." Each year's delay denies youth a part of their rightful heritage, a knowledge that is vital to their future happiness as individuals, and their future adjustment in the family social system.

Secrecy and taboos have failed to provide an adequate guide. Romantic motion pictures and fiction have failed to present true pictures. Serious young people want a better guide than these.

In any new field of learning the place to start is with teacher preparation. This must begin at the college. College courses are now available in this field. Perhaps it is not tied in as completely with teacher training programs as it should be, but that kind of adjustment can readily be made. When it is made, there will be no excuse for saying that teachers, as a group, are not competent to give this instruction.

Even to start this instruction in home economics for girls only is better than not starting at all, but it should not be kept there. Both sexes need sex education for a realistic preparation for life. A suggested place for this preparation is in a well-rounded health program integrating sex education.

Community Attitude

The ground floor for attitudes toward sex education in the schools is being laid in the community where this

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When to start? [illegible] Adolescence is [illegible] the period in between childhood and adulthood, or it should not be just there. Only after [illegible] can a real role [illegible] for life. [illegible] the time of [illegible] [illegible] [illegible]

study was made. A number of civic organizations, including Parent Teacher's Associations, are sponsoring courses along this line showing parents and teachers what can be done. Movies that are available for courses in sex education on an elementary level are shown, and a vote is being taken on the reaction of parents. The largest percentage are voting that something should be done in our schools in regard to sex education. All who are not satisfied with the practical results of the prevailing modes of casual "sex education" must help the schools and parents work out more suitable approaches.

From the inquiries and requests made at these meetings, by parents and committee members studying ways and means of introducing social hygiene into the schools of Hillsborough County, the suggestion is made that the needed information be given in a well-rounded health program.

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From the study that [illegible] at the [illegible] by parent and community [illegible] adopted [illegible] intermediate course [illegible] Country. The [illegible] be given in a well-[illegible] [illegible].

CHAPTER VI

SUMMARY AND CONCLUSION

As pointed out previously in this study, the boy and girl during the second decade of life face certain life tasks as unescapable aspects of their biological maturation and of their induction into adult living. In this process they are exposed to the influences of many cultural agencies. Of course, it is recognized that the principal medium through which culture operates is, in earlier childhood, the family. In a society that is tradition-bound the family may continue this all-important role into later childhood and adolescence, but in a changing society children must, to some extent, relinquish parental beliefs and practices and learn the ideas and patterns of conduct in their own generation. "In our society we have developed schools as the socially sanctioned, publicly supported agencies for the purpose of training youth for adult responsibilities."[1]

It is now generally agreed that the adolescent's attitude toward sex is an important feature of his adjustment to his own biological maturation and to the culture in which he finds himself.

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1. Lawrence K. Frank, The Adolescent and the Family, p. 240.

CHAPTER VI

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1. Norvelle K. Ferris, The Adolescent [illegible]

"Cannot the schools, which are ready to supplement family teachings in academic subjects, also help the adolescent to find a more humanly constructive approach to problems of human relationships?"[2] If the public is concerned about the home and family, as basic elements in our social order, then the schools and colleges should be encouraged to make use of every opportunity to uphold the family through appropriate training of the adolescent.

"Modern medicine, physiology, psychiatry, and hygiene have brought to light the performed interrelation of the mental and the physical, with corresponding implications and responsibilities for public school administration. Since, in our democracy, school is the one institution which touches practically all of our youth, the educational system should include significant health procedures. Education must help youth attain an attitude toward their bodies that will make them wish to keep themselves at their peak, must urge proper habits of living in the present for present experiences."[3]

On June 19, 1949, a group of nineteen teen-age "boy governors" in Washington, D. C., recommenced that courses in the "facts of life" should be in every high school in nation. They concluded that "ignorance about sex and

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2. Ibid., pp. 253-254.

3. J. B. Edmonson, and others, The Administration of the Modern Secondary School, pp. 262-263.

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lack of preparation for family responsibilities are the Number 1 handicaps of American youth."[4]

H. F. Kilander in his Trends in Health Education in Secondary Schools explains that "the tendency among schools is to include the following ten major areas of health instruction on the secondary school level: personal living, community living, sanitation, nutrition, physical activity, safety education, first aid, emotional and social health, education for family living, and occupational or industrial health."[5]

With definite indications that sex education is needed in the vicinity of this study, a suggestion for the inclusion of the following problems in a functional health program is offered.

An important problem is instructing students regarding the changes which take place in their bodies during the 12-14 age period as a result of reaching maturity. Most students reach the period of puberty and early adolescence during the junior high school years, when, as a group, they start a period of rapid growth. Their bodies change in weight, height and proportion. They also begin to develop secondary sex characteristics. In both sexes, changes appear in the reproductive system, glands, skin and hair.

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4. The Tampa Morning Tribune, June 20, 1949, p. 1.

5. H. F. Kilander, "Trends in Health Education in Secondary Schools," School Life, (April, 1949), p. 6.

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Adolescents are fully aware of these changes, and their attention seems to be drawn to them. When the human body is discussed as if it were a sexless organism incapable of reproduction, then the label "forbidden fruit" is placed upon the reproductive system, and the information the student is seeking. Therefore, in accordance with their maturity, the students should be instructed concerning the structure and functions of the male and female reproductive systems.

Reproduction may be taught as a natural function, but stress should be placed on the fact that it is a part of a larger experience involving love, marriage, and parenthood--an experience which should be guided by high moral and religious principles.

The adolescent needs this information in order to aid him in interpreting these changes with minimum emotional disturbance. Many girls start to menstruate during this age period, and they need preparatory instruction for the menarche. Many boys experience their first seminal emission during this age period, and they need instruction in order to allay fear or worry.

Aside from these more personal problems, all boys and girls have a natural curiosity concerning the reproductive system of the opposite sex, and concerning fertilization, pregnancy, and the birth process.

This instruction should include secondary sex characteristics such as skin, hair, glandular secretions, voice, and body odors.

adolescents are highly aware of these changes, and their attention needs to be drawn to them. When the human body is diagnosed as if it were a complex organism incapable of reproduction, then the label "problem child" is placed upon the reproductive system, and the information we students is seeking. Therefore, in accordance with this analogy, the students should be instructed concerning the structure and functions of the male and female reproductive systems.

Reproduction may be taught in a biological context, and science should be placed on the [illegible] level of larger experience [illegible] in experience would [illegible] [illegible] school administrator.

The [illegible] in information [illegible] disturbance. [illegible] are [illegible] the [illegible] tion [illegible] [illegible] [illegible]

During adolescence many boys and girls develop poor habits of personal hygiene. No health instruction would be complete without teaching the hygienic care of the body, including the reproductive system.

Venereal diseases, syphilis and gonorrhea, constitute a serious public health problem. These diseases thrive on secrecy and will flourish just as long as they can find darkness in which to hide.

The school, in cooperation with the church, medical and public health agencies, can do much to help reduce the incidence of venereal diseases in the adolescent group by combating ignorance and by instilling high ideals of conduct. This problem seems to fall naturally into the category of the integration of sex education and health.

Behavior that is disintegrative and antisocial emerges when the individual is unable to meet with adequacy and meaning problematic situations. It is hoped that this study may aid adolescents and teachers of adolescents in meeting the problems of sex education.

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A P P E N D I X

APPENDIX

A LIST OF 16mm. FILMS ON FAMILY LIFE EDUCATION

Available from: University of Florida,
General Extension Division,
Department of Visual Instruction,
Florida Film Depository,
Gainesville, Florida.

1. Alice Adams, Money Sequence
   Shows how a girl's feeling of insecurity and consequent affectation lead her into an intense relationship with a young man.

2. How Animal Life Begins - Elementary

3. Reproduction Among Mammals - Elementary

Available from: Florida State University Audio-Visual Service, West Campus,
Florida State University,
Tallahassee, Florida.

4. Are You Popular? Rental Fee - $1.25
   An important guide for teen age boys and girls to social success and lasting popularity.

5. Children of Mars Rental Fee - $3.50
   A dramatic human film that vividly shows what happens to boys and girls from 3-14 years who lack parental discipline, guidance, and love.

6. A Criminal is Born
   Shows how crime among youth is in many cases a direct result of parental neglect.

7. Experiment
   This film combines animation and action photography to convey a real understanding of a fundamental in getting along with people.

8. Human Development Rental Fee - $2.50
   Shows the reproductive system both in diagrammatic form and actual dissection. (Youth accompanied by parents)

9. Human Growth
   An educational film for parents and youth which creates a teaching and learning atmosphere that permits the facts of reproduction to be discussed without embarrassment or tension.

A LIST OF 16mm. FILMS ON FAMILY LIFE EDUCATION

Available from: University of Florida,
General Extension Division,
Department of Visual Instruction,
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10. Human Reproduction
Shows how a father and mother can tell their children the story of life.

11. Know Your Body
Shows the preparation for the arrival and the care of the new baby in a home where other children are present.

12. The Wrong Way Out
Tells the tragic story of youthful impatience with the barriers to early marriage.

Available from: New York Tuberculosis and Health Association,
Social Hygiene Committee,
386 Fourth Avenue,
New York 16, New York.

13. Message to Women
Shows how a father and mother can inform children about venereal diseases.

Available from: Florida State Board of Health Film Library,
Division of Health Information,
1217 Pearl Street,
Jacksonville, Florida.

14. The Story of Menstruation Free loan
Valuable and helpful information on good physical and mental hygiene.

10. Human Reproduction
Shows how a father and mother can tell their chil-
dren the story of life.

11. When Your Body
Shows the preparation for the arrival and the care
of the new baby in a home where other children re-
main.

12. The Stork Was Out
Tells the simple story of healthful hygiene with
the hygiene to apply anything.

Available from: New York Tuberculosis and Health
Association,
Social Hygiene Committee,
105 Fourth Avenue,
New York 16, New York.

13. Learning to Listen
Shows how a father and mother can inform children
about venereal disease.

Available from: [illegible] Health
[illegible]
[illegible]
[illegible]
[illegible], Florida.

14. The Story of Dr. [illegible] [illegible]
[illegible] and [illegible]
and [illegible].